**Social Stuties Lesson Plan 1 Draft**

**Teacher Candidate M.J. Scharch Grade Level: 3 Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:**

3SS1… Understand current status of fundamental concepts and process of authority, power and influence, emphasis on democratic skills and attitudes to become responsible citizen…3.A. Foundation sand function of government. 1. Role of the individual and groups in creating rules and laws to maintain order, protect citizens and provides services. 2 Explain how certain practices are connected with the democratic principles of being a citizen. 3.B. Individual and group participation in the political system. 1. Explain how people and event shave contributed to the American political system. C. Protecting Rights and Maintain Order. 1. Explain the rights and responsibility of being a member of the community.

SS6 - Reading, Writing and thinking process and skills to gain knowledge and understanding of politics, historical and current events…by framing and evaluating questions from primary and secondary sources.

A. Read to learn and construct meaning...3-5 - 1. Use appropriate strategies and opportunities to increase understanding of social studies vocabulary.

E. Organize Social Studies Information…3-5 – 1 Organize information form non-ring sources and 2 organized information from print sources.

F. Analyze Social Studies Information. 3-5 – 1. Interpret information from primary and secondary sources, 2. Evaluation information… and 3. Synthesize information.

**Learner Background:**

In previous grade students will have been learned about organizations in the community and their purpose as well as the need for rules to maintain safety, responsibility, order, fairness, and safety.

This year students have completed a unit on U.S. form of government and the purpose.

**Student Learning Objective(s):**

This will be the students’ introductory lesson to a unit exploring the relationships of individual to U.S. institutions (government, education, religion, business, etc.) and how individuals throughout U.S. history have been affected by the policies, practices and laws implemented/practiced by these institutions.

Throughout the unit:

Students will review primary and secondary sources to analyze how individuals were affects and/or influenced change.

Students will identify current issues that may require action, policy and/or change of policy.

Students will identify potential groups/individuals who may be affected by the issue.

Students will select a specific issue to review historical events relevant to the issue so they can advocate a particular point of view for maintaining the current policy/action or for making a change.

**Assessment:** Note: There will be an assessment guide for the overall unit but also individual assessments for the individual or smaller unit lessons.

See attached.

**Materials/Resources:**

Newspapers

Magazines

Online news

Kids news links

Graphic organizers

Chart paper

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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Assessment Guide

Summative

Student:

Participated in group discussions/brainstorming.

Identified a current issue in clear and articulate manner.

Cited the source of the issue (news media, informal discussions, personal/family experience, etc.)

Explained why it is an issue.

Identified various groups/individuals who may have differing points of view. (relevance to the student?)

Oral Presentation/Report: Organized, logical flow. Used supporting documents/pictures, etc.

Responded to questions appropriately.

Courteous to others.

**Goal**: Decide what current issues may require action/ policy and/or change to policy

**Role**: Reporter

**Audience**: Classmates who will be choosing an issue to research so they can be an advocate.

**Situation**: You need to identify a current issue (in the new, personal, or one you have heard discussed) and decide if it is an issue that needs action. You will present issue so all students can decide if it is appropriate for further research so each student can become an advocate on the issue.

Product/Performance and Purpose:

**Standards And Criteria for Success**:

- Oral presentation/report on issue

- Cited source of issue

- Identified individual(s) potentially affected by/or would be affected by, the issue.